

# **Appendix F**

## **Training Comments**

## **Summary of Responses to Open-ended Training Evaluation Questions**

### **DC START Training for School-Based Clinicians**

#### **(Office of the Deputy Mayor for Education Training Evaluation Survey)**

***What additional resources would be helpful in preparing you to undertake the tasks outlined in the above item?***

- Booster sessions to troubleshoot our abilities; follow-up sessions to reinforce learned skills. (6 responses)
- Continuing training and education opportunities. (2 responses)
- More skills for child adaptations of Cognitive-Behavioral Therapy techniques.

***What support/follow-up training could the Office of the Deputy Mayor for Education provide to you to promote implementation of what you have learned?***

- Continued training and education opportunities. (7 responses)
- Nothing, as the suggestions I have (i.e., brush-up sessions on CCPT and CBT) are already in place. Thanks! (3 responses)
- Follow-up trainings on CHARI. (2 responses)

### **Primary Project**

***What two areas of the workshop were the most helpful?***

- Role-play and demonstration. (7 responses)
- Demonstration was very helpful (4 responses) and handouts.
- Visual aids. (2 responses)
- Learning other ways to relate to children and their feelings.
- Interacting child associates with clinicians.
- Trainer's enthusiasm.

***What two improvements would you suggest to make the training better?***

- Nothing it was the best. (3 responses)
- Participants should be given a copy of the PowerPoint presentation. (2 responses)
- A little shorter. May be a day and a half.
- Condense two days or lessen hours.
- Make talk straight and to the point. Don't drag out presentation.
- Making it a paid training. Provide lunch or snack.
- Maybe a bit more supervision.

***On a scale of 1 to 10, how would you rate this workshop overall? 1=low; 10=great***

Overall, respondents reported a very positive impression of the training. The training was evaluated with an average score of 9.8 on a 10.0 scale (with 10 being 'great').

***Future training...what do you still need?***

- Nothing. She did very well. (3 responses)
- Follow-up training re: with additional child associates. (2 responses)
- I care. Thank you.
- If possible use a child in training.
- Take myself from being an adult to a child.
- More play therapy for masters level clinicians.
- Paid training.
- Very informative. Good skills to carryover.

**Second STEP®: Violence Prevention Training**

***Please list two examples of how you can apply what you have learned in your classroom/school.***

**Participant responses related to how Second Step® conflict resolution/anger management strategies and exercises were beneficial:**

- I can teach students how to deal with anger in a positive way; continue to state rules in the positive. (9 responses)
- Apply anger management to train students how to handle "internal pressures." (5 responses)
- Conflict mediation strategies are helpful and will be used during the course of the year. (3 responses)
- Use the "Fishbowl" exercise to settle classroom disputes. (4 responses)
- I can use these lessons in "teachable moments" to address any misbehavior issues. (2 responses)
- The "calming methods" will work great at allowing students to deal with their anger positively. (2 responses)
- Making new anger emergency cards for students. (2 responses)
- We also have a "peer mediation" club where our students have more opportunities to work on their skills in having concern for others, conflict resolution, behavior modification and problem solving. (2 responses)
- I will be able to apply impulse solving in my school.
- We are a "values first" school and we incorporate many of the same initiatives that the Second Step® program does. We have a values pledge that we recite everyday that assists our students with strategies and ideas regarding self-control and problem solving.
- Teaching the lesson on anger management allowed me to see how this lesson (with Second Step® materials) would work in my classroom.

**Participant responses related to how Second Step<sup>®</sup> strategies to promote positive thinking, teach problem-solving and social skills (such as empathy), model appropriate behavior, and incentivize good behavior were beneficial:**

- Emphasizing empathy and emotion management to prevent problem behaviors and situations. (7 responses)
- Students can role-play real situations (after I model for them) to hopefully create a peaceful environment for learning. (6 responses)
- I can use some of the classroom management strategies that I learned during the training. (4 responses)
- Teaching students to think before acting, value of sharing, taking turns, and trading. (4 responses)
- Promoting a classroom environment where every student's social and emotional needs are met (i.e., creating positive social interactions among students). (3 responses)
- Problem solving steps will help students think about what they do before they do it. (3 responses)
- Become a better listener and get to know my kids. (3 responses)
- Encouraging students to stay positive will transfer to them and change their attitudes.
- I will use every teachable moment to teach these concepts, skills, themes. I will also model as much as I can the desired behavior. (3 responses)
- Turn and talk will improve sense of empathy thus improving group interaction. (2 responses)
- I can apply this knowledge on how to solve a problem. (2 responses)
- I can make changes to the lessons if necessary to meet the needs of my students.
- Morning meeting activity and center times. I learned how to use positive incentives and appropriate language with children to understand their behavior and feelings.
- Managing the classroom behavior by using Second Step empathy, impulse control and anger management.
- (Helped me learn how to be) more proactive in teaching good behavior.
- I can use this information to show children how and why we respect others.
- Avoid taunting, teasing, and "jouning" (slang for bullying).
- Promote respect and appreciation for every culture.
- I can rely on a consistent language and behavior by teachers throughout the school to drive the lessons into minds of students.
- Use the stress strategies and action strategies for any type of problem—academic and social.

**Participant responses related to how specific Second Step<sup>®</sup> training materials (exercises, video, etc.) and its focus on collaborating with other teachers/administrators was beneficial:**

- Working with the other teachers at my school to implement this program. (6 responses)
- I can use the puppets to engage students and to introduce the content being presented. (6 responses)
- Excellent for students' morning starter. (4 responses)
- Remember and review the story card. It is a good conclusion for the school day. (3 responses)
- I plan to use the Second Step<sup>®</sup> vocabulary with students on a daily basis. (3 responses)
- Looking at the list of literature books that apply to the different skills. (2 responses)
- Pair and Share will also promote communication component. (2 responses)
- Use the communication materials to work with parents to reinforce positive behaviors in class, and make it a part of the children's lives. (2 responses)
- I enjoyed working with the various groups and trying different scenarios. (2 responses)
- Teach important skills on a regular basis to instill the skills. (2 responses)
- I plan to include in my daily schedule the use of more modeling for the correct behavior. (2 responses)
- Introduce activities during circle time. (2 responses)
- This program is excellent because of its consistency. It can be implemented throughout the entire school so that each student, teacher, and administrator, and parent understands the consequences and rewards making the environment less frightening for children and easier to understand and interpret there for reducing the tension, stress, and violence. This Second Step<sup>®</sup> program can be very effective for students.
- Video was clear and easy for students to comprehend information.
- The Second Step<sup>®</sup> kit will help me and the students understand why self-esteem is important.
- If I have time, that will be when I have textbook, teacher guide and materials for the new K-8 model.
- The topics addressed are very relevant to 6th/7th grade - discussing drug abuse, appropriate behavior.
- Use emotions cards.
- I teach the values code to my class, this program is a great extension. I learned so many new things these two days.
- The activities will be great warm-ups for the day to get the students' attention.
- Use the program as a tool to teach and reinforce values.
- The listening skills helped me learn how to get students to better communicate with one another.
- Morning meetings, after lunch/recess. Ask students if they used their steps throughout the day.

**Miscellaneous participant responses of how the Second Step<sup>®</sup> lessons and strategies were beneficial:**

- We will incorporate this training into our curriculum at all levels. (6 responses)
- Second Step<sup>®</sup> relates to PBIS and responsive classroom so I can integrate these skills throughout the day. (2 responses)
- It is important to be aware of and understand the generation of our students and the factors that influence them.
- Scheduling of training.
- Classroom managing - creating space for optimal learning.
- It is best to incorporate all day long in class.
- This helps me understand younger co-workers better than before - our different ways of thinking.
- It can also be used in the classroom to promote/develop healthy relationships among classmates.

*Please provide us with any additional questions, concerns, and/or feedback regarding the training or the implementation of the Second Step<sup>®</sup> curriculum*

**Summary of participant questions:**

- How can special subject teachers get a teaching kit?
- How much time is spent on a lesson?
- I believe that each and every teacher should have his or her own materials so that they can implement the program as soon as possible (not only classroom teachers, but specialty teachers also).
- Is Second Step<sup>®</sup> replacing PBIS?
- Is there additional training for teachers who've missed out?
- A lot of time was spent on sharing stories, more time should have been spent getting to know the program and implementing it
- The other kindergarten teachers will not be apart of the program and we are supposed to be doing the same thing.
- What about the administrators' training? What will they be taught/told?
- Why is it only being piloted in certain classrooms and not in the entire school?
- Why not empower ESL teachers and social workers to teach the curriculum during inclusion?

**Summary of participant feedback or concerns:**

- Mrs. McGuire was amazing. She has so much info in her head. Wonderful! (6 responses)
- Continuity/consistency of implementation within school and year to year. (5 responses)
- Make this training for three days next time. I love it. (2 responses)
- I would love more training for our staff members. (2 responses)
- My concern is with having to share materials between grade levels. (2 responses)
- Bring enough materials for the class handouts, things to use in the class (2 responses)

- I enjoyed the workshop and learn some new techniques that I will be using.  
(2 responses)
- How committed will the school district be with staying with the program? Will the program be in existence within the schools 2-3 years from now?
- Use the program in cooperative learning.
- When you have family and children you must spend time with them at some point.
- If we are supposed to be doing the same thing at the same time as other teachers on the same grade level, what will those who are not trained do while I teach Second Step<sup>®</sup>?
- Stanton ES did not come to the training because of the limited staff they have. They could use additional support developing and implementing this program there.
- The curriculum has many components but no clear (strategies, sound bites, language) that can be universally adopted, so children can identify/trigger problem solving (change their behaviors).
- Classroom teachers can implement program in one classroom but what about the students in the other classrooms that are not getting the training? This will create a conflict for the students in the school as well as the participating students.
- Always have an agenda. It helps us to organize the day. It also gives the learner the expectation for the event.
- I would like the next class to have a demonstrated lesson!!
- Need less time convincing us and more time with hands-on training.
- Please give to teachers before trying to implement this new program.
- Please provide a parking lot to address other questions that participants may have.
- The principals should get this workshop first.
- Administrators need to give time in the day for teachers to implement it.

### **LifeSkills<sup>®</sup>: Substance Abuse Prevention Training**

***Please list two examples of how you can apply what you have learned in your classroom/school:***

- I will incorporate into our current health and/or physical education curriculum.  
(3 responses)
- I will use it as a communication skills training as a teaching method or for conflict resolution.
- I will use it to educate students on drug and alcohol prevention.
- It is excellent for special students!
- It allows students to be equipped with factual information about important issues/concerns.
- I will expose students to the curriculum on violence prevention and social skills information.
- I will use the social skills training at beginning of the year when setting classroom expectations.
- The example of the effect of smoking on the heart was very informative.

## **School Resource Officer (SRO) Advanced Course**

*What overall comments do you have for this training? What part of the course did you enjoy most and why?*

### **Feedback about Instructor and/or Training Materials:**

- Don was an excellent speaker. (2 responses)
- Don's knowledge of crime prevention was excellent. I am looking forward to his next course.
- Everything was excellent. Mr. Shomette was very helpful in teaching me how to be a better SRO.
- His explanation of my role as an SRO reaffirms what I am doing and helps me to continue to do my job well.
- The training was well delivered and made easy to understand. Overall: Excellent. Good!!
- I think we should have more training like this. Don really highlighted issues we deal with daily and made me really think outside the box more. Good job!
- Having an instructor that is so knowledgeable. Thank you. You were GREAT.
- Instructor Don has taken great care to provide SROs with useful and interesting information. I sincerely appreciate the games and icebreakers that can be used with our students.
- Materials provided along with the SRO handbook will allow us to refer back to the materials. Thanks, Don.
- The training I received was outstanding. It was the best I had since I've been an SRO for six years. Also, Don Shomette was a 10 in teaching the class.
- The instructor was very knowledgeable about the topics. He kept us awake.
- The training was needed and well taught. Don was very knowledgeable and helpful with ideas. Because Don was an SRO, he understood our problems and concerns. Don also presented himself very well and kept my interest throughout the training.
- What I enjoyed the most was Don's communication skills and getting all the SROs involved in the games. Keep up the good work.
- Trainer was very upbeat and informative. Course material was important to being a successful SRO.

### **Feedback about the Safety Audits session:**

- The safety information was very good. (3 responses)
- The training opens up your eyes for all safety issues that are normally overlooked. (2 responses) I enjoyed the audit best.
- The safety audits were practical and needed.
- The safety audit of the high school. Didn't realize the small things in the school to look for that were possible safety issues.
- The safety audits were the most informative part of this training to me. The entire class was very helpful and informative.



**Feedback about the Crime Prevention Through Environmental Design (CPTED) session:**

- Really enjoyed the CPTED training content. (3 responses)
- CPTED - because they've moved into the era of changing behaviors when before they designed environments behind our behaviors.
- CPTED - most liked subject; love the game sessions. I recommend this training for every staff member of DCPS that has contact with students.
- Excited about the CPTED concept.

**Feedback about Specific Training Activities:**

- The games and ice breaker activities were very helpful and can be used in a school setting and can possibly help to resolve conflicts between students. (2 responses)
- Going to the school to inspect playing the games to keep the class alert. Very interesting scenario. And having the choice of dressing down.
- I was most impressed that the focus of the children/student first concept is actually being embraced and enforced. It is long overdue as the police team concept.
- The field trip to Anacostia High School. It opened my eyes up to how safe the schools really are.
- The SARA plan for Anacostia was great and gave the officers something to work with.

**Miscellaneous feedback:**

- The course was excellent. It had a lot of valuable information and I learned a lot from it. (5 responses)
- I recommend this training for all SROs. Information was useful. (2 responses)
- The training helped change the way I think about my role as a truancy officer. (2 responses)
- All parts were enjoyable and informative, the pace of the subjects was just right, and really loved the class in its entirety.
- Hands on learning/best training possible.
- I am happy to finally see that techniques I've used regularly have been named. I believe this program can help tremendously!
- The class was the best training we have had as SROs. GREAT JOB!!
- This training was the best I had this year. I would love to go further learning about safety audits.
- This was a great training. The information provided was very helpful and useful. Thank you for providing this valuable information!!
- You have made a wonderful difference providing this training to myself and fellow officers.

Respondents also shared many constructive suggestions regarding the format and content of the training, including: incorporating an active shooters course and sections on truancy and preventive measures into the curriculum; increased involvement with DCPS; extending the training length; and including more video presentation into the format.

**Specific Suggestions:**

- I also enjoyed going out on the site. We shouldn't use the same school. I think the school should be picked randomly.
- DCPS needs to be a part of this training in order for all parties to be able to operate together.
- More video presentation would be helpful.
- NEED to have more information regarding truancy and more involvement with DCPS. School Board Members need to attend training.
- Safety audits: do not send the whole class to one school.
- Should have a larger timeframe for safety audits and school safety. Really enjoyed school safety.
- The training was great. The only concern that I have is the things that were discussed. DC Fire Dept should have been handling some of these things.
- This course really should be a 40-hour course rather than a 32-hour course. I enjoyed learning new skills that I can implement with the other skills I have to be an SRO. Every SRO should definitely take this course of instruction.
- To include active shooters course with this class.
- I would like to have a section on truancy and preventive measures.

***What have I done right as a School Resource Officer?*****Summary of respondent answers related to positive accomplishments working with youth, families, and school administration, staff, and faculty.**

- Established a rapport with the students and staff at my school. Engage myself with the community that surrounds my school. (9 responses)
- Mentor, educate, and help maintain a safe learning environment. (8 responses)
- I have learned to listen as well as help students and staff as individuals first. I try to help with any and all issues. (7 responses)
- I care about what I do. (5 responses)
- Be persistent and consistent with students (5 responses)
- Try to encourage students to do the right thing, make good choices. (4 responses)
- Communicate with the students, parents, staff, and faculty. (4 responses)
- Change the perspective that some children have of police officers. (4 responses)
- I have kept an open mind and made sure not to label any kids. I have also made sure to find one good thing in a kid. (3 responses)
- Be a great listener and a provider. (2 responses)
- Always put the kids first. Maintaining patience.
- I am approachable for kids and staff. I am consistent and available.
- Making the children that enjoy school part of my daily contact.
- I have helped children and the family mentoring and even financially.
- I tried to be a positive role model for the kids.

- I have counseled several students. Coordinated activities.
- I have shown the students a good example for their moral compass.

**Summary of respondents' answers related to positive accomplishments enforcing school rules and regulations, upholding school safety, using good judgment, and collaboration with peers.**

- Dedicated myself to the well being and safety of young people. (3 responses)
- Continue to enforce school rules, and regulations, and having meetings with my principal and administrators. (2 responses)
- Fairness, sound judgment. (2 responses)
- Exercise patience. (2 responses)
- Be open to advice given by other SROs.
- Performed the necessary functions to maintain safety and security
- Shared my life experience with the youth.
- Constantly check doors and bathrooms in my school.
- Obtained info from students in cases of incidents that might have gotten out of control.
- As a Truant Officer, I always encourage kids to attend school.
- I have assessed situations correctly.
- Think about their path before I make a decision.
- I've tried to be a problem solver.

***What will I do differently now after attending this course?***

**Summary of respondent answers related to safety-related steps they plan to take after completing the training.**

- I will look for more safety issues in my building. (15 responses)
- I will look more at crime prevention and school surroundings differently (CPTED). (14 responses)
- Be more observant. Also listen more and pay more attention (3 responses)
- Look at the CPTED and school safety audit and apply them to my school. (2 responses)
- Work with staff and my partners to keep my school safe. (2 responses)
- I will do a better job of security assessment (2 responses)
- Use CPTED and SARA
- I will try to get the principal more involved in a safety plan.
- Continue my course; get to know the staff and security officers at my school.
- Ask teachers to wear some form of ID.
- I will monitor my school and make sure Hawk One monitors also.
- Always remember to stay alert and ready for the unexpected.

**Summary of respondent answers related to how they plan to collaborate better with students and school administration, faculty, and staff after attending the training.**

- I will conduct more classes to inform students of important issues. (3 responses)
- Be more active with the kids and come up with a program to be more involved. (2 responses)

- Apply better mentoring skills.
- Try to educate the students on bettering themselves.
- Be more aggressive as a teacher.
- Try not to give up hope.
- Not being combative or in a control battle with students.
- Open up a little more with the kids.
- Be understanding to children and change my ways.
- I give more of myself and time with all children; the good and the challenged.
- I am more aware of the power of perspective on kids; staff may not see what I see.
- Put the kids first.
- I will conduct more classes to inform students of important issues.
- I will do more classroom lessons with my children. I will engage my three year olds - 1st grade more.
- Visit classrooms more.

**Summary of respondent answers related to how they plan to utilize the training materials.**

- Spend a little more time listening and playing some of Don's games.
- Implement some of the material that was given to me.
- I'm going through the book again and take what I think will work.
- Take more notes.
- Use some of the tools I've learned from this training session.
- Use the icebreakers.

**Summary of respondent answers related to changes in attitude or beliefs that they plan to enact after completing the training.**

- Being more confident in what is expected of me doing my job in the school.
- Continue to strive for excellence.
- Focus on quality of life issues.
- View things from another aspect.
- I will hold everyone to a higher standard for success.
- I will not pre-judge people.
- Look at different approaches to get the same results.
- Refocus.
- Sharpen my skills.

***What is the one thing, that if I do it well and consistently, I will be successful as a School Resource Officer?***

**Summary of respondent responses to safety-related things that they believe will make them successful as an SRO.**

- Listen to young people and treat every threat seriously. (2 responses)
- Keep the safety of our children "FIRST." (2 responses)
- If I maintain an open mind I will be great as an SRO. Don't take things personally. (2 responses)
- Make sure that all my surroundings are secured.

- Preventive measures for any criminal incidents that could occur.
- Be more attentive and vigilant to the needs of my work environment when it comes to safety.
- Always be a positive officer and make sure my kids are safe.
- Being confident in my abilities to carry on in my position.
- Show the kids that I'm more than just a police officer but a person.
- I continue to keep the fact that I am first and foremost MPD and I try very hard to avoid major incidents of violence.
- As a Truant Officer, if I continue to listen to children and refrain from being judgmental.

**Summary of respondent responses related to how they interact with students that they believe will make them successful as an SRO.**

- Keep speaking positively to the children I come in contact with. (5 responses)
- Listen, learn, and try to understand what the students are going through. (4 responses)
- Be fair and honest and show my best interest is for the kids. (3 responses)
- Care. Get to know my students. (3 responses)
- Continue to help the children (3 responses)
- Interact with all the students. Talk to them, see if they need anything. (2 responses)
- Always be aware of how they perceive me. (2 responses)
- I will do more mentoring.
- Be visible and accessible everyday.
- Always be true to the cause - students first!
- To remember that they are children who need love and understanding.
- Continue to love, protect, teach, mentor, and serve my kids and their parents.
- I come to work everyday looking to help the young adults to succeed in life.
- Teaching the kids the importance of education - reading especially.
- Helping my kids graduate.

**Summary of respondent responses related to attitudes and relationship-building with students, families, and school administration, faculty, and staff that they believe will make them successful as an SRO.**

- Continue to establish a rapport with my administrative staff and students. (5 responses)
- Put the kids first and continue to help the kids, staff. (4 responses)
- Keep an open mind and learn from everyone (3 responses)
- More classroom presentations. (3 responses)
- Keep being 100% committed. (2 responses)
- Continue to receive training. (2)
- Provide a safe environment for the students and staff. (2 responses)
- Educate my peers.
- Continue to train, read, and network so I can continue to improve relations with DCPS, students, parents, and community.
- Be a team player with the school staff and administrator.
- Follow the direction of Chief Grooms and Insp. Reese in order to be and remain successful.